

School Year 2009 - 2010
Office of the State Superintendent of Education
Individuals with Disabilities Education Act, Part B Application for
Local Educational Agencies and Public Agencies

Local Educational Agency Information	
<p>Full Legal Name of LEA:</p> <p>LEA Official Mailing Address:</p>	<p>Information about the LEA's Chief Executive Officer or Executive Director</p> <p>Name: _____ Title: _____</p> <p>Phone: _____ E-mail: _____</p> <p>Address: (if different from LEA's above): _____</p>
<p>Information about the Contact Person for this Application:</p> <p>Name: _____ Title: _____</p> <p>Phone: _____ E-mail: _____</p> <p>Address: (if different from LEA's above): _____</p>	

Certification
<p>I certify that all of the information contained in this application is true and accurate to the best of my knowledge. The agency named above has authorized me, as its representative, to file this application.</p>
<p>_____ Signature _____ Date _____</p> <p>_____ Printed Name _____ Title _____</p>

Submission: A signed PDF version and an electronic copy of your completed Phase II Application (fiscal and programmatic) should be e-mailed to:
OSSE.DSE-PartBFinance@dc.gov

DUE DATE: APPLICATIONS ARE DUE BY (October 16, 2009)

FFY 2009 IDEA Part B Phase II Application - Programmatic Questions

All LEAs should complete questions 1-12. Question 13 should only be completed by LEAs that intend to set-aside funds for Coordinate Early Intervening Services and Question 14 should only be completed by DCPS.

1. Identification of Students with Disabilities Attending Public Schools (Child Find)

Please describe, in detail, the activities the LEA carries out to identify students who are suspected of having a disability, as required by 34 CFR § 300.111. Such activities may include public awareness activities, parental or community outreach and effective screening methods. All activities must be consistent with applicable state and federal policies and procedures.

2. Parental Consent for Evaluations, Re-evaluations, and Provision of Services

Please describe, in detail, the reasonable efforts the LEA takes to secure parents' informed written consent to an evaluation, reevaluation, or the provision of special education and related services.

3. Compliance with Evaluation Timelines:

Please describe, in detail, the LEA's strategies for completing the initial evaluation within the 120 day timeline.

4. Compliance with Reevaluation Timelines

Please describe, in detail, the LEA's strategies for completing timely reevaluations.

5. Individualized Education Plan (IEP) Development

Please describe, in detail, the LEA's process for ensuring that IEPs are developed as required by 34 CFR 300.320 through 300.324.

6. Management of IEPs for Students Transferring from Other LEAs

Please describe, in detail, how the LEA approaches IEP development for a child with a disability who has transferred from another LEA as required by 34 CFR 300.323(e) and (f).

7. Least Restrictive Environment (LRE)

Please describe, in detail, the LEA's efforts to ensure that general and special education teachers are adequately trained to support students with disabilities in the Least Restrictive Environment.

8. Post-school Transitions

If applicable to the age group served by the LEA, please briefly describe the LEA's strategy for developing appropriate measurable post-school goals. Please also describe the method(s) the LEA utilizes to invite students, when appropriate, to attend IEP meetings, or, in the alternative, ensures that his/her preferences are taken into account, as required by 34 CFR 300.320(b) and 300.321(b).

9. Adequate Training of Teaching Personnel

Please describe the LEA's strategies for ensuring that the personnel necessary to provide special education and related services are adequately prepared and trained.

10. Tiered Intervention for Struggling Learners

Please describe the extent to which the LEA:

- (i) promotes a research-based, tiered intervention model to address the individual needs of struggling learners; and
- (ii) provides personnel training that promotes a research based, tiered intervention model.

11. Utilization of Positive Behavior Strategies

How does the LEA ensure that the appropriate policies, procedures, and practices are in place to:

- i.) provide positive behavior supports and other support strategies to address behavior when it impedes the learning of a student, or the learning of other students (20 U.S.C. § 1414(d)(3)(B)(i), 34 C.F.R. § 300.324(a)(2)(i)) ; and

- ii.) ensure that discipline procedures and related procedural safeguards are considered when determining whether a change in placement is appropriate for a child with a disability, who violates the LEA’s code of student conduct (20 U.S.C. 1415(k)(1) and (7), 34 C.F.R. § 300.530)?

12. Timely Implementation of Due Process Hearing Decisions

How does the LEA ensure that Hearing Officer Decisions and Settlement Agreements are implemented in a timely and effective manner?

13. Coordinated Early Intervening Services (CEIS)

For LEAs that intend to use FFY 2009 Part B funds for CEIS, please provide a plan that addresses each of these below points:

- (i.) Identifies which grades and schools will be targeted;
- (ii.) Identifies which scientific research-based strategies/interventions will be used;
- (iii.) Explains how students will be identified for CEIS;
- (iv.) Estimates the number of students you expect to serve; and
- (v.) Describes the progress monitoring process your LEA will use to monitor student progress throughout the year.

14. IDEA Equitable Services - DCPS Only

1. Has meaningful consultation occurred with representatives of private schools and representatives of parents of students with disabilities enrolled in private school by their parents for this school year?

2. If no, please explain when and how you will consult with representatives of private schools and representatives of parents of students with disabilities enrolled in private schools by their parents?

3. If yes, have you developed a plan for utilizing the proportionate share of FFY 2009 IDEA Annual and ARRA Part B funds and/or clearly documented any areas on which the LEA and private school were unable to reach agreement?

**Required Information on Charter Schools that have elected DCPS as their Special Education LEA
[DCPS ONLY]**

DCPS must comply with certain requirements related to public charter schools that have elected to be treated as a District of Columbia public school for purposes of IDEA. DCPS must serve children with disabilities attending those charter schools in the same manner as it serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which DCPS has a policy or practice of providing such services on site to its other public schools. DCPS also must provide IDEA-B funds to those charter schools:

- On the same basis as the LEA provides funds to the LEA’s other public schools, including proportional distribution based on relative enrollment of children with disabilities; and
- At the same time as the LEA distributes other federal funds to the LEA’s other public schools, consistent with the State’s charter school law.

DCPS point of contact for Charter Schools that have elected DCPS as their Special Education LEA:

Name:	
E-mail Address:	
Telephone Number:	

For each charter school served by DCPS please provide the following information (on a separate sheet):	
Charter School Name	
Charter School Point of Contact and Phone Number	
Enrollment of Students at the Charter with Known Disabilities	
IDEA Grant Amount Allocated by DCPS to Provide Services to Students Attending this Charter School	(dollar value)
Brief Description of how DCPS will use these funds and provide services to this charter school:	